



Course Syllabus
WYB3720/6720H Paul's Gospel from Reformation to New Perspective
Wycliffe College
Toronto School of Theology
Winter 2023

Instructor Information

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Course Identification

Course Number: WYB3720/6720H
Course Format: *In-class*
Course Name: Paul's Gospel from Reformation to New Perspective
Course Location: St George Campus, Wycliffe College (5 Hoskin Avenue):
Class Times: Thursday, 10.00am – 1.00pm
Prerequisites: 3000 level: WYB2660HS New Testament II Who is Jesus? (or equivalent); 6000 level: knowledge of New Testament Greek

Course Description

Throughout Christian history Paul's letters have been crucial texts for those attempting to answer the question 'What is the gospel'? This class explores the Pauline interpretation of sixteenth century Protestant Reformers, whose work forms one of the most influential episodes in that history of reception. It considers the impact upon them of earlier interpreters, and the content of their own Pauline interpretation. It also considers their influence upon subsequent eras as those who contributed to the development of new traditions of Pauline interpretation. In order for students to undertake this exploration in a methodologically sophisticated manner, the course also examines reception theory and its potential contribution to New Testament interpretation. Students will assess what use we should make today of resources drawn from previous interpretations, especially those of the Reformers, in our own attempts to interpret Pauline theology. Many recent interpreters understand their positions as standing in direct opposition to trajectories of interpretation established by the Reformers. Does this render Reformation interpretations redundant or are contemporary interpreters neglecting an important resource?

Course Resources

Required Course Texts/Bibliography

- David Paul Parris, *Reading the Bible with Giants* (London: Paternoster, 2006)
- Wayne A. Meeks (ed.), *The Writings of St Paul* (2nd edition; New York: W.W. Norton & Co, 2007)
- Stephen J. Chester, *Reading Paul with the Reformers* (Grand Rapids: Eerdmans, 2017)

Course Website(s)

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701>.

Course Methodology

The course is geared towards exploring significant issues in the reception history of the Pauline letters, engaging closely as primary sources both texts in the letters themselves and the writings of major Pauline interpreters down the centuries. This exploration of reception history will be framed by consideration of reception theory as a methodological resource for New Testament interpretation. Class sessions will include some lecture material but will be primarily organized around seminar-style discussion of texts. The seminars will evaluate major Pauline interpreters in their historical and cultural contexts and examine patterns of continuity and change in Pauline interpretation. Weekly assigned readings will orientate students to critical issues to be discussed in the lectures and seminars. The methodology paper will provide students with the opportunity to reflect upon the nature and value of the study of reception history. The class presentation requires students to present a careful analysis of a selected figure and to identify both key bibliography and critical questions for further class discussion. The learning of the course builds towards a final research paper in which students critically evaluate either (i) a major figure in Pauline reception history and their potential to offer useful resources for contemporary Pauline theology, or (ii) the development across time of the interpretation of a selected Pauline text and its implications for contemporary interpretation of that text.

Course Learning Outcomes: Basic Degree

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
By the end of this course, students will be able to:	This outcome will be demonstrated through these course elements:	This course outcome corresponds to these aspects of Wycliffe's statement of outcomes (MTS, MDiv, MA, Phd, ThM):
critically evaluate the strengths and weaknesses of reception theory as an approach to New Testament interpretation.	Lectures, book review.	MTS: 2.1 MDiv: 2.1

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
accurately analyze the content of historic interpretations of Paul and critically assess the impact upon them of historical and cultural contexts.	Lectures, text seminars, seminar presentations, research paper	MTS: 1.1, 2.1 MDiv: 1.2, 2.1
evaluate the significance of both continuity in traditions of Pauline interpretation and decisive paradigm shifts in particular historical periods.	Lectures, text seminars, seminar presentations, research paper	MTS: 1.1, 1.3 MDiv: 1.2, 1.4, 1.5
analyze, and make proposals concerning, the relevance of previous interpretations for contemporary Pauline theology.	Lectures, text seminars, seminars, research paper	MTS: 2.1, 3.1 MDiv: 1.2, 2.1

Course Learning Outcomes: Advanced Degrees

GRADUATE “DEGREE LEVEL EXPECTATIONS”	CORRESPONDING COURSE GOALS AND OUTCOMES	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
EXPECTATIONS: <i>In this course students are expected to demonstrate the following:</i>		
1. Depth and Breadth of Knowledge is defined as a set of	Students will study reception theory so that they can critically	

GRADUATE “DEGREE LEVEL EXPECTATIONS”	CORRESPONDING COURSE GOALS AND OUTCOMES	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
<p>increasing levels of understanding within a student’s area of specialization, methodologies, primary & secondary sources, historical developments and inter-disciplinarity.</p>	<p>evaluate its strengths and weaknesses as an approach to New Testament interpretation.</p>	<p>Assigned readings, seminar discussions, methodology paper</p>
<p>2. Research and Scholarship is defined as the ability to identify a new or unresolved question, to locate that question within a corpus of scholarly research & assess critically the relevant literature, to adopt a methodology(-ies), and to then formulate a thesis and reasoned argument(s) on the basis of the evidence.</p>	<p>Students will study (i) key figures in the history of Pauline reception, and (ii) developments in the interpretation of selected texts across time. This will equip students critically to assess (i) the impact of historical and cultural contexts on classic interpretations of Paul, and (ii) the significance of both continuity in traditions of Pauline interpretation and decisive paradigm shifts in particular historical periods.</p>	<p>Assigned readings, seminar discussions, class presentation, research paper</p>
<p>3. Level of Application of Knowledge is defined as the ability to engage in self-directed or assisted research, and the ability to produce innovative or original analysis within the context of graduate seminars and courses. In some cases this includes the application of a research language.</p>	<p>On the basis of their exploration of reception theory and the history of Pauline reception, students will analyze, and make proposals concerning, the relevance of previous interpretations for contemporary Pauline theology.</p>	<p>Seminar discussions and research paper</p>
<p>5. Level of Communication Skills is defined as clear and effective communication in both oral and written forms; the construction of logical arguments; the making of informed judgments on complex issues; and facility with standard conventions of style for</p>	<p>Both verbally and in writing, students will construct arguments that clearly and effectively communicate detailed analysis and critically informed judgments concerning the methodological and</p>	<p>Methodology paper, class presentation, final research paper</p>

GRADUATE “DEGREE LEVEL EXPECTATIONS”	CORRESPONDING COURSE GOALS AND OUTCOMES	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
scholarly writing. Cohort formation is a component of all graduate programs.	historical issues explored in the course.	

Evaluation

Requirements

The final grade for the course will be based on evaluations in the following areas:

10% Participation

25% Methodology Paper

25% Class Presentation

40% Research Paper

- Participation: Students are expected to attend classes, to participate in class discussion, and to complete the required reading. Some additional reading on reception theory is required prior to the first class to facilitate discussion of key methodological issues which frame the activities of the entire course. A record of attendance will be kept, and a reading log submitted. A form will be supplied for the reading log, which records the required reading done by the student for the class. **The log is due on Friday April 7.**
- Methodology Paper: Students will write a paper of 1200-1500 words (3000 level) / 2000-2500 words (6000 level) exploring the use of reception theory in the study of the New Testament. The paper will analyze the nature of reception theory and evaluate its potential fruitfulness in New Testament interpretation. Further written guidance will be provided. **The paper is due on Friday February 17.**
- Class Presentation: Each student will be assigned one figure from the history of Pauline interpretation. The presentation should last for 10-15 minutes (3000 level) / 15-20 minutes (6000 level) and should provide the class with a critical orientation to the work of the Pauline interpreter in question and the significance of the primary source material to be explored through seminar discussion. The student is responsible for further reading and preparation in order 1) to present a concise overview of the figure’s position, 2) to identify critical questions for seminar discussion, and 3) to prepare a handout or powerpoint presentation for the class. Further written guidance will be provided.
- Final Research Paper. Each student will complete a research paper of 3000-3500 words (3000 level) / 4000-4500 words (6000 level) on a topic of the student’s choice (as approved by the instructor). This paper must be on a different topic from the presentation. The paper will either (i) examine the contribution of a significant figure in the history of Pauline reception, or (ii) the development across time of the interpretation of a selected text in one of Paul’s letters. The paper will include an assessment of the significance of the material explored for contemporary study of Pauline theology. Papers by advanced degree students are expected to include comments on issues of interpretation of the Greek text. Further written guidance will be provided. **The paper is due on Friday April 7.**

Grading System - Basic Degree Students

1000, 2000 and 3000 level courses use the following numerical grading scale (see section 11.2 of the BD Handbook):

90-100 (A+)	Exceptional
85-89 (A)	Outstanding
80-84 (A-)	Excellent
77-79 (B+)	Very Good
73-76 (B)	Good
70-72 (B-)	Acceptable
0-69 (FZ)	Failure

Grading System - Graduate Degree Students

5000, 6000 and 7000 level courses use the following alpha grading scale:

A+	(90-100)	Profound & creative
A	(85-89)	Outstanding
A-	(80-84)	Excellent
B+	(77-79)	Very Good
B	(73-76)	Good
B-	(70-72)	Satisfactory at a post-baccalaureate level
FZ	(0-69)	Failure

Grades without numerical equivalent:

CR	Designates credit; has no numerical equivalent or grade point value
NCR	Designates failure; has no numerical equivalent, but has a grade point value of 0 and is included in the GPA calculation
SDF	Standing deferred (a temporary extension)
INC	Permanent incomplete; has no numerical equivalent or grade point value
WDR	Withdrawal without academic penalty
AEG	May be given to a final year student who, because of illness, has completed at least 60% of the course, but not the whole course, and who would not otherwise be able to convocate; has no numerical equivalent and no grade point value

Late work (BD). Basic Degree students are expected to hand in assignments by the date given in the course outline. Under exceptional circumstances a student may request a short extension to be negotiated with the instructor. Instructors are not obliged to accept assignments that are late. If the instructor chooses to accept an assignment, where an extension has not been requested and approved before the due date, then **one percentage point per day will be deducted**. The absolute deadline for the submission of assignments is the examination day scheduled for the course or the last day of exam week for the semester in which the course is taught, whichever is sooner.

Students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness) who are unable to submit their work by the end of the term are requested to consult with their instructor and request an SDF. The form is available on our website at this link

<https://www.wycliffecollege.ca/sites/default/files/Basic%20Degree%20Request%20For%20Extension.pdf> or can be collected from the registrar's office. An SDF request must be submitted, with instructor approval and with an agreed deadline, to the registrar's office no later than the last day of the exam week or the last day of class in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond one year. If a student has not completed work and has not been granted an SDF, a final mark will be calculated that reckons a grade of zero for that component of work that was not submitted.

Late work (Advanced Degree). The prima facie deadline for the completion of work in a course is the last day of the examination week for the trimester in which the course is taken. Students are expected to meet the course deadlines of the instructor offering the course and are advised to plan their research projects accordingly. Students who find themselves unable to meet deadlines for completing coursework can, under certain conditions, receive extensions for completing the work after the dates set by the college in which the course is offered.

The authority to grant an extension for the completion of work in a course beyond the original TST or college deadline (whichever is earlier) for that course rests with the student's college Graduate Director, not the instructor of the course. Nevertheless, the instructor's signature is required for course extension requests to be processed. Students will petition their college Graduate Director for extensions, using a standard form provided by TST on its website. See Section 7.11 of the Conjoint Graduate Degree Handbook.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted to ACORN. Grades are not official until they are posted to ACORN. Course grades may be adjusted where they do not comply with University Assessment and Grading Practices Policy found at www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf, policies found in the TST conjoint program handbooks, or college grading policy.

Additional Policies

Attendance: Missing 2 or more weeks of class meetings without prior authorization and/or medical documentation will be cause for a failing grade in the course as per 11.4.3 in the Basic Degree handbook.

Accessibility. Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* and the Graduate program Handbooks (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of*

Behaviour on Academic Matters <http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871>. A student who plagiarizes in this course will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm.

Other academic offences. TST students come under the jurisdiction of the University of Toronto Code of *Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>.

Back-up copies. Please make back-up copies of all papers before handing them in.

Obligation to check email. At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. *Students should check utoronto email regularly* for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

Email communication with the course instructor. The instructor aims to respond to email communications from students in a timely manner. *All email communications from students in conjoint programs must be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

Course Evaluations. At the end of the course students are expected to complete a course evaluation. The evaluation is done online, and instructions will be contained in an e-mail message that will be sent out by the Wycliffe College registrar.

Course Schedule

Week	Date	Class Topic	Assigned Readings
1	Thursday January 12	Reception Theory	J.K. Riches, 'Why write a Reception-Historical Commentary' in <i>Journal for the Study of the New Testament</i> 29.3 (2007), 323-32 and D.P. Parris, 1-58.

2	Thursday January 19	Paul Before Augustine	<p>1. Matthew J. Thomas, <i>Paul's Works of the Law in the Perspective of Second Century Reception</i> (Tübingen: Mohr Siebeck, 2018), tbd AND Brian J. Arnold, <i>Justification in the Second Century</i> (Berlin: De Gruyter, 2017), tbd</p> <p>2. T.P. Scheck, <i>Origen and the History of Justification</i> (Notre Dame, Ind.: Univ. of Notre Dame Press, 2008), 13-62 AND Origen, <i>Commentary on the Epistle to the Romans Books 1-5</i> (trans. T.P. Scheck, Fathers of the Church Vol. 103, Washington: Catholic University of America Press, 2001), tbd</p> <p>3. Meeks, 216-22 AND Margaret Mitchell, <i>The Heavenly Trumpet</i> (Louisville: WJKP, 2002), 440-87.</p> <p>Students will complete one of these three reading assignments. Assignments will be allocated in class in week 1.</p>
3	Thursday January 26	Augustine and Pelagius	<p>Meeks, 362-78, AND Chester 63-78 AND G. Bonner, "Augustine, the Bible and the Pelagians," in P Bright, ed. <i>Augustine and the Bible</i> (Notre Dame, Ind: Indiana UP, 1999), 227-44.</p>
4	Thursday February 2	Augustine in the Middle Ages: Aquinas, Nominalism, and the Augustinian Order	<p>Chester, 78-103 AND "Selections from Thomas Aquinas' <i>Commentary on Romans</i>" in S. Fowl (ed.), <i>The Theological Interpretation of Scripture</i> (Oxford: Blackwell, 1997), 320-37 AND Thomas Aquinas, <i>Commentary on St. Paul's Epistles to the Galatians</i> (trans. F.R. Larcher; Albany, New York: Magi, 1966), 203-4 (comment on Gal. 5:6)</p>
5	Thursday February 9	The Reformation Paradigm: The Human Plight and Salvation in Christ	<p>EITHER Chester, 104-37 OR Chester, 138-71; Parris, 59-155</p>
6	Thursday February 16	Luther and Melanchthon	<p>Chester, "Apocalyptic Union," in C. Campbell, M. Thate, and K. Vanhoozer eds. <i>In Christ in Paul</i> (Grand Rapids: Eerdmans, 2018), 375-98 AND Chester, 218-64</p>

7	Reading Week		
8	Thursday March 2	Calvin	Chester, 265-318 AND ONE OF J. Calvin, <i>The Epistle of Paul to the Romans</i> (Grand Rapids: Eerdmans, 1961), 70-78 OR J. Calvin, <i>The Epistles of Paul the Apostle to Galatians, Ephesians, Philippians and Colossians</i> (Grand Rapids: Eerdmans, 1965), 60-69 OR J. Calvin, <i>The First Epistle of Paul to the Corinthians</i> (Grand Rapids: Eerdmans, 1960), 45-47.
9	Thursday March 9	Women Interpreters of Paul at the Reformation	E. McKee ed. and trans. <i>Church Mother: The Writings of a Protestant Reformer in Sixteenth Century Germany</i> (Chicago: University of Chicago Press, 2006), 1-55.
10	Thursday March 16	The Modern Lutheran: Rudolf Bultmann	R. Bultmann, <i>Theology of the New Testament Vol. 1</i> (trans. K. Grobel; New York: Charles Scribner's Sons, 1951), 270-87 AND 314-30.
11	Thursday March 23	Forerunners of the NPP: Schweitzer, Wrede, and Stendahl	ONE OF A. Schweitzer, <i>The Mysticism of Paul the Apostle</i> (trans. W. Montgomery; New York: MacMillan, 1956), 1-25, 101-40, 205-26 OR K. Stendahl, "Paul and the Introspective Conscience of the West" in <i>Paul among Jews and Gentiles</i> (Minneapolis: Fortress, 1976), 78-96 OR W. Wrede, <i>Paul</i> (London: Philip Green, 1907), 74-154
12	Thursday March 30	The New Perspective on Paul and its Critics	ONE OF J.D.G. Dunn, "The New Perspective on Paul: whence, what, and whither?" in <i>The New Perspective on Paul: Revised Edition</i> (Grand Rapids: Eerdmans, 2008), 1-98 OR Chester, 321-61 OR Chester, 362-422.
13	Thursday April 6	Tracing the Reception of a Text: Workshop on Romans 7	Parris, 156-214 AND primary sources, with a different source allocated to each individual in the class

Bibliography

Reception Theory

Emma England and William J. Lyons eds. *Reception History and Biblical Studies* (London: T&T Clark, 2015).

Robert Evans, *Reception History, Tradition, and Biblical Interpretation* (London: Bloomsbury T&T Clark, 2014).

Hans-Georg Gadamer, *Truth and Method* (2nd edition; New York: Crossroad, 1990).

Hans R. Jauss, *Towards an Aesthetic of Reception*. Translated by Timothy Bahti (Brighton: Harvester, 1982).

Hans R. Jauss, *Question and Answer: Forms of Dialogic Understanding*, Translated by Michael Hays (Minneapolis: University of Minnesota Press, 1989).

Journal for the Study of the New Testament 33.2 (2010): All the articles in this issue of the journal are about reception theory and reception history.

Nancy Klancher, "A Genealogy for Reception History," *Biblical Interpretation* 21.1 (2013), 99-129.

M. Lieb, E. Mason, J. Roberts and C. Rowlands, eds. *Oxford Handbook of the Reception History of the Bible* (Oxford: OUP, 2011).

David Paul Parris. *Reading the Bible with Giants* (London: Paternoster, 2006).

David Paul Parris. *Reception Theory and Biblical Hermeneutics* (Eugene, OR: Wipf & Stock, 2009).

John K. Riches, "Why Write a Reception-Historical Commentary," *Journal for the Study of the New Testament* 29.3 (2007), 323-32.

Anthony Thiselton, *Hermeneutics: An Introduction* (Grand Rapids: Eerdmans, 2009), chapters XI and XV.

Anthony Thiselton, "Reception Theory, H.R. Jauss and the Formative Power of Scripture," *Scottish Journal of Theology* 65.3 (2012), 289-308.

Reception Theory: Relevant Series

Students should be aware of the following series and journals, focussing on reception history, that contain relevant volumes and articles:

Blackwell Bible Commentaries. Volumes on Galatians (J.K. Riches), 1-2 Thessalonians (A. Thiselton), Pastoral Epistles (J. Twomey). Wiley-Blackwell: Oxford.

Encyclopedia of the Bible and its Reception. Edited by Hans-Josef Klauck, Volker Leppin, Bernard McGinn et al. De Gruyter: Berlin.

Journal of the Bible and its Reception. Edited by Jorunn Oekland, Katherine Marsengill and Christopher Ocker. De Gruyter: Berlin.

Studies of the Bible and its Reception. Edited by Constance M. Furey, Brian Matz, Steven McKenzie et al. De Gruyter: Berlin.

Primary Sources: Key Reformation Figures

The following are key primary sources in translation for Martin Luther, Philip Melanchthon, John Calvin, the three most enduringly influential Pauline interpreters of the Reformation period:

Calvin's New Testament Commentaries. Edited by D.W. Torrance and T.F. Torrance, 12 vols (Grand Rapids: Eerdmans, 1959-72)

Calvin Translation Society edition of Calvin's commentaries. 46 volumes (Edinburgh: Calvin Translation Society, 1843-55).

Luther's Works. American Edition. 55 vols. original edition, 15 vols. new series to date (St. Louis and Philadelphia: Concordia and Fortress Press, 1955-1986, 2010-).

Philip Melanchthon, *Commentary on Romans* (trans. F. Kramer; St Louis: Concordia, 1992).

Philip Melanchthon, *Paul's Letter to the Colossians*. Translated by D.C. Parker (Sheffield: Almond Press, 1989).

Philip Melanchthon, "Loci Communes Theologici." In *Melanchthon and Bucer*, edited by Wilhelm Pauck, 3-152 (Philadelphia: Westminster, 1969).

Philip Melanchthon, *Loci Communes 1543*. Translated by J.A. O. Preus (St Louis: Concordia, 1992).

Philip Melancthon, *Melancthon on Christian Doctrine*. Translated by Clyde L. Manschreck (New York: Oxford University Press, 1965).

Primary Sources: Relevant Series

Students should also be aware of the following series, focussing on reception history, that contain volumes of relevant primary sources:

Ancient Christian Commentary on Scripture. Edited by Thomas Oden. Volumes VI – IX. Downer's Grove: IVP.

Ancient Christian Texts. Edited by Gerald L. Bray, Michael Glerup, and Thomas Oden. See two volumes of Ambrosiaster's Pauline commentaries (trans. and ed. Gerald L. Bray) and one volume of Cyril of Alexandria's Pauline Commentaries (trans. David Maxwell, ed. Joel Elowsky) Downer's Grove: IVP.

The Church's Bible. Edited by Robert Louis Wilken. Volumes on Romans (J. Patout Burns Jr) and 1 Corinthians (J. Kovacs). Grand Rapids: Eerdmans.

The Bible in Medieval Tradition. Volumes on Romans (Philip Krey, I. Christopher Levy, Thomas Ryan) and Galatians (I. Christopher Levy). Grand Rapids: Eerdmans.

Reformation Commentary on Scripture. Edited by Timothy George. New Testament Volumes VIII – XII. Downer's Grove: IVP.

Weekly Readings

The following items are not required texts but do appear in the schedule of weekly readings (see above):

Thomas Aquinas, *Commentary on St. Paul's Epistles to the Galatians* (trans. F.R. Larcher; Albany, New York: Magi, 1966).

Brian J. Arnold, *Justification in the Second Century* (Berlin: De Gruyter, 2017).

G. Bonner, "Augustine, the Bible and the Pelagians," in P. Bright, ed. *Augustine and the Bible* (Notre Dame, Ind: Indiana UP, 1999).

R. Bultmann, *Theology of the New Testament Vol. 1* (trans. K. Grobel; New York: Charles Scribner's Sons, 1951).

Stephen J. Chester, "Apocalyptic Union: Martin Luther's Account of Faith in Christ," in C. Campbell, M. Thate, and K. Vanhoozer eds. *In Christ in Paul* (Grand Rapids: Eerdmans, 2018).

J.D.G. Dunn, "The New Perspective on Paul: whence, what, and whither?" in *The New Perspective on Paul: Revised Edition* (Grand Rapids: Eerdmans, 2008).

Stephen Fowl, ed. *The Theological Interpretation of Scripture* (Oxford: Blackwell, 1997).

E. McKee ed. and trans. *Church Mother: The Writings of a Protestant Reformer in Sixteenth Century Germany* (Chicago: University of Chicago Press, 2006).

Margaret Mitchell, *The Heavenly Trumpet* (Louisville: WJKP, 2002).

Origen, *Commentary on the Epistle to the Romans Books 1-5* (trans. T.P. Scheck, Fathers of the Church Vol. 103, Washington: Catholic University of America Press, 2001).

T.P. Scheck, *Origen and the History of Justification* (Notre Dame, Ind.: Univ. of Notre Dame Press, 2008)

A. Schweitzer, *The Mysticism of Paul the Apostle* (trans. W. Montgomery; New York: MacMillan, 1956).

K. Stendahl, "Paul and the Introspective Conscience of the West" in *Paul among Jews and Gentiles* (Minneapolis: Fortress, 1976).

Matthew J. Thomas, *Paul's Works of the Law in the Perspective of Second Century Reception* (Tübingen: Mohr Siebeck, 2018).

W. Wrede, *Paul* (London: Philip Green, 1907).